

ICT Review Rubric					
School Name: St Andrews School					
National Goal - Increase capability of teachers and principals to improve students' learning and achievement through e-learning					
Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Students' learning with ICT	<input type="checkbox"/> Students experience a narrow range of ICT applications mainly focused on low-level tasks. There is an over-emphasis on skill development.	<input type="checkbox"/> Students experience a limited range of ICT applications. There is variation in the extent to which knowledge, skills and understanding are emphasised.	<input type="checkbox"/> Many students use ICT in their learning through varied approaches and resources, leading to more active and interactive learning experiences.	<input type="checkbox"/> Most students have positive and appropriate experiences in a wide range of ICT applications.	<input type="checkbox"/> All, or nearly all, students use ICT for creative and independent and collaborative learning both within and beyond the school.
Students decision making	<input type="checkbox"/> Students make no decisions of their own as to when ICT may be the most effective tool for their work. They have no expectation about using ICT as a natural part of their learning.	<input type="checkbox"/> Some students make decisions about when to use ICT in some learning areas but often lack confidence to transfer their ICT capability to new situations. Some students have little expectation about using ICT as a natural part of their learning.	<input type="checkbox"/> Many students make informed decisions about when to use ICT and are able to transfer their ICT capability to new situations. They have growing expectations about using ICT to support their learning.	<input type="checkbox"/> Most students make informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have clear expectations about using ICT to support their learning.	<input type="checkbox"/> All or nearly all students make regular informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have high expectations about using ICT to support their learning both within and beyond the school.
Identifying staff professional learning needs	<input type="checkbox"/> There is no planned audit of staff skills or needs in relation to ICT.	<input type="checkbox"/> There is little attempt to audit staff skills and needs in relation to ICT. There is a reliance on individuals identifying their own needs, usually in relation to the development of ICT skills.	<input type="checkbox"/> There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.	<input type="checkbox"/> There is a regular and systematic audit of staff skills and needs, in relation to ICT competence and the effective use of ICT in learning and teaching. Where appropriate this is part of the performance management process.	<input type="checkbox"/> Comprehensive audits of staff ICT skills and needs are reviewed and form part of the annual performance management process. They include the effective use of ICT in learning and teaching, as well as new and emerging technologies and practices.
Meeting individual and school ICT needs	<input type="checkbox"/> There is no planning to link any identified individual or whole-school needs for ICT, and the range of development activities is very limited.	<input type="checkbox"/> Planning for ICT professional development takes only limited account of individual and whole-school needs. Some attempt is made to widen the range of development opportunities.	<input type="checkbox"/> There is a range of planned professional development activities which meet the needs of some (but not all) staff and begin to address whole school need.	<input type="checkbox"/> A wide range of development opportunities are provided both within and out of school. These address whole-school needs and also meet the individual needs and styles of most staff, taking account of the outcomes of performance management where appropriate.	<input type="checkbox"/> A wide range of engaging approaches to staff development are used that blend different forms of provision. Plans follow a well established annual professional development process which balances strategic and individual needs and sets targets related to performance management.

National Goal – Integration of ICT into the New Zealand Curriculum / Te Marautanga o Aotearoa

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Learning Areas	<input type="checkbox"/> There is little planning for the integration of ICT into learning areas because most teachers are uncertain about using ICT or identifying appropriate opportunities. Feb 09	<input type="checkbox"/> Some teachers plan for the integration of ICT into learning area(s) but there is variability in their confidence to do this.	<input type="checkbox"/> Many teachers have the confidence to identify opportunities for the integration of ICT and regularly build this into their planning. Feb 2010	<input type="checkbox"/> Most teachers are integrating ICT into curriculum planning. A few staff go beyond this and can see new opportunities to extend learning and teaching.	<input type="checkbox"/> All, or nearly all, teachers know when to integrate ICT into their curriculum planning. This leads to high-quality school-wide planning, much of which is innovative.

National Goal - Strengthen professional learning communities and increased collaboration within and across schools

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Sharing effective practice	<input type="checkbox"/> Any sharing of effective ICT practice between individual members of staff is on an ad hoc basis. Feb 09	<input type="checkbox"/> The sharing of effective practice of ICT use is encouraged during staff and syndicate meetings but still works only at an individual level. Feb 2010	<input type="checkbox"/> Staff development incorporates the sharing and wider adoption of effective ICT practice within the school. There are pockets of participation by some staff with other cluster schools.	<input type="checkbox"/> Most staff share effective ICT practice routinely across the school and on a planned and reciprocal basis with other cluster schools.	<input type="checkbox"/> All, or nearly all, staff share effective ICT practice within and beyond the school and makes use of technology to achieve this.

National Goal - Increase the school community's understanding of the educational contribution of e-learning

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
Engagement with the community	<input type="checkbox"/> There is no engagement with the school community about the role of e-learning or understanding as to why this could be beneficial. Feb 09	<input type="checkbox"/> Community consultation is occurring however it is on an ad hoc basis primarily driven by individual staff. Feb 2010	<input type="checkbox"/> A planned approach to community consultation has been developed and initial interactions have taken place.	<input type="checkbox"/> Regular community consultation about improved outcomes for students through e-learning is occurring and community input has been considered. Decisions are being made about measurement strategies to gauge success.	<input type="checkbox"/> The school is successfully interacting with the community about the impact of ICT in learning. This results in the school community having greater understanding of the importance of e-learning. Data shows the impact of consultation and informs changes. Wider community participation and involvement with e-learning is realised.

National Goal - Increase e-learning leadership and ICT strategic planning capability of principals and teachers

Processes	Level 1	Level 2	Level 3	Level 4	Level 5
ICT/e-learning strategic plan.	<input type="checkbox"/> There is no ICT/e-learning strategic plan in place within the school. <div>Feb 09</div>	<input type="checkbox"/> The school has an ICT/e-learning strategic plan but it is out-of-date.	<input type="checkbox"/> The school has an up-to-date ICT/e-learning strategic plan in place. <input type="checkbox"/> To develop the strategic plan, the school reviewed their current systems and infrastructure and; <input type="checkbox"/> Assessed the learning needs of teachers and students. <div>Feb 2010</div>	<input type="checkbox"/> The school has an up-to-date ICT/e-learning strategy in place. To develop the strategic plan, the school reviewed their current systems in consultation with all stake holders (including students). <input type="checkbox"/> The strategic plan addresses infrastructure issues, the learning needs of teachers and students, and involves the wider school community. <input type="checkbox"/> The ICT/e-learning strategic plan has a number of clear links to the broader school goals.	<input type="checkbox"/> The school has an up-to-date ICT/e-learning strategy in place. The school is involved in a constant cycle of design, implementation and review of ICT/e-learning that informs developments in School management systems. <input type="checkbox"/> There is consultation with all stake holders (including students) and documentation is reviewed as needed. <input type="checkbox"/> The ICT/e-learning strategic plan clearly shows how to move the school forward from its current position and is based on knowledge of best practice in order to improve student outcomes.
Vision	<input type="checkbox"/> There is no expressed ICT vision. <div>Feb 09</div>	<input type="checkbox"/> The vision does not express the various opportunities offered by ICT. It is mainly focused on the acquisition of resources.	<input type="checkbox"/> The vision recognises the potential for ICT to enhance some aspects of teaching, learning and administration. <div>!!!!</div>	<input type="checkbox"/> The vision clearly identifies the potential for enhancing all aspects of teaching, learning and administration.	<input type="checkbox"/> There is an innovative and inclusive vision which anticipates future developments in practice and technology.
Leadership	<input type="checkbox"/> There is no clear leadership which promotes the effective integration of ICT in teaching, learning and administration.	<input type="checkbox"/> Some leaders are aware of, and may promote, the integration of ICT in teaching, learning and administration, but there is no co-ordinated approach across the school. <div>Feb 09</div>	<input type="checkbox"/> Many leaders promote and develop effective integration of ICT in teaching, learning and administration. There is some co-ordination across the school, but implementation is variable. <div>Feb 2010</div>	<input type="checkbox"/> There is an agreed whole school approach for the effective integration of ICT in teaching, learning and administration. It is consistently implemented.	<input type="checkbox"/> There is strong strategic leadership at all levels of the school, which actively encourages and develops innovative practices for the integration of ICT in teaching, learning and administration.